

# Call for General Proposals 2026 NIRSA Conference

Please use these guidelines as you prepare to submit a proposal to present a general education session, roundtable discussion, or panel session at the 2026 NIRSA Conference & Campus Rec Expo in April. Below is a basic timeline for the proposal application window this year:

- Proposals are due **September 29, 2025**
- Accept/decline status notifications will be sent in November 2025
- Scheduling notifications will be shared with presenters in early 2026

*Before you submit a proposal, please note the following requirements to speak at NIRSA events:*

- Presenting at NIRSA events is a benefit of membership, therefore all speakers are required to hold NIRSA membership. You may submit a proposal if you are not an active member, but if a speaker of an accepted proposal does not hold membership at the time of acceptance, they must obtain a membership status before the date of the event.
- All presenters must register for the conference. Registration for 2026 NIRSA Conference & Campus Rec Expo will open around early December, check our website for more registration updates.

Email [events@nirsa.org](mailto:events@nirsa.org) if you have any questions about the proposal form or the Phedloop proposal platform.

## Instructions

Please complete the following Information. These sections of the proposal will be shared with reviewers. In an effort to maintain a "blind" review process (meaning reviewers will not be provided with your name/organization information), please do not include any self-identifiable information.

For example, if you choose to upload additional documents—MS Word documents, PowerPoint presentation slides, etc.—please ensure identifiable information like your name or organization are not listed on those materials.

After the peer review process is completed, your identifiable information will be made available to the final selection team.

Please check out the [presenter resources in NIRSA Learning](#) for tips on how to develop a strong proposal.

NIRSA uses all of the information provided for assigning CE credits to sessions, so the more detailed proposals the better! Read more about the [CSAEd Certification on the NIRSA website](#).

Thank you!

## PheedLoop question set and response limitations

1. Session title [150-character limit]
2. Session Description (appear in conference program materials) [5,000-character limit]
3. Learning Objectives (3)
4. Relevant track/topic (single selection)
5. Session format (single selection) - Please select from the following session formats:
  - ☐ 50-minute GENERAL EDUCATION SESSION - These sessions feature engaging lectures, and interactive learning experiences facilitated by up to three presenters.
  - ☐ 90-minute ROUNDTABLE DISCUSSION - These are sessions in which a facilitator prompts topic-based discussions to be had amongst attendees. Offers the opportunity to explore a specific topic.
  - ☐ 50-minute PANEL - Panel discussions are facilitated by a moderator who guides panelists and the audience through a conversation about a specific topic. A panelist roster is limited to six.
6. Audience: Select the primary audience that your session will be the most relevant to. Help attendees identify if this session is right for them! (single selection)
  - ☐ Students
  - ☐ Early Career
  - ☐ Mid-level
  - ☐ Senior level

## Survey questions

7. Detailed Description - Tell us why your session should be part of the 2026 NIRSA Conference program! Describe the content in detail and why it is relevant to campus recreation. Did this idea originate from research, a general survey, common practices, etc.? Describe the foundation of the content to be presented in your session. Who could use the information you're sharing in this session? [10,000-character limit]
8. Presenter qualification/expertise – what qualifies you to present on this topic? Have you ever presented educational content or similar material at a professional event before? If yes, please tell us more about the event. [10,000-character limit]
9. Program Design - What is the style of your session? Describe how you will organize your program and use your time in the session room to deliver an effective and impactful learning experience? [10,000-character limit]
10. Diverse Perspectives - How will diverse perspectives be represented in this presentation? [5,000-character limit]

## Professional Relevance

NIRSA Core Competencies - The education content at NIRSA Conference & Campus Rec Expo is designed to provide attendees with the opportunity to gain knowledge, skills, and experiences that support their growth in NIRSA's eight core competency areas, listed below.

<p><b>Programming:</b></p> <p>Program delivery to our communities is a core purpose for collegiate recreation professionals and often appears in departmental and divisional missions. Although specific programs may vary from one institution to another, professionals need to be able to develop and administer high quality programs and to appropriately apply associated resources.</p>	<p><b>Human Resources Management:</b></p> <p>The Management Techniques competency area involves the knowledge, skills and abilities to be an effective supervisor/ manager for human resources; to create a productive workplace with efficient policies and procedures and to train and develop staff.</p>
<p><b>Philosophy &amp; Theory:</b></p> <p>The Philosophy &amp; Theory competency area involves knowledge and skills that connect the philosophy and theory to professional practice. Informing our practice through the use of existing frameworks and development of new frameworks provides the context for best practices. As we operate in a higher education environment, our work gives us the high-powered opportunity to apply the process of praxis.</p>	<p><b>Facility Management, Planning &amp; Design:</b></p> <p>Facility Management in the field of campus recreation covers a broad scope of skill sets needed to successfully operate, maintain and plan new attractive, safe and fully operable built environments. Administration, facility operations, energy/utilities management, building design and construction are essential skills at every level of employment.</p>
<p><b>Personal &amp; Professional Qualities:</b></p> <p>The Personal &amp; Professional Qualities competency area involves the knowledge, skills, and attitudes to inform individual conduct and apply these tools toward productive work and interaction; awareness of one's own areas of strengths and areas for development; be committed to lifelong learning; to assimilate integrity and ethics into all aspects of personal and professional self.</p>	<p><b>Business Management:</b></p> <p>Business Management in the field of campus recreation covers a broad scope of skill sets needed across disciplines within our field. Communicating, planning, marketing, managing resources, strategic relationship building, and utilizing appropriate technology are essential business management skills at every level of employment.</p>
<p><b>Legal Liabilities &amp; Risk Management:</b></p> <p>With the inherent risk involved with collegiate recreation activities and the litigious nature of our society, collegiate recreation professionals must be able to identify and manage risks. With experience, professionals will need to be able to understand liability and manage risk at more sophisticated levels.</p>	<p><b>Research &amp; Evaluation:</b></p> <p>Accountability in higher education is achieved through data-informed decisions and objective reporting of program outcomes. As a profession, collegiate recreation must continue generating research that increases knowledge that advances the profession. The general trend of increasing complexity of knowledge and skills in research and evaluation shows a progression from being able to participate, interpret, and apply findings</p>

	to being able to conceive of and direct research, assessment, and evaluation processes. At the more complex level, one should be able to direct others in conducting research, assessment, and evaluation activities, participate in more sophisticated studies, conduct meta-analyses of multiple data sets, and communicate results to garner program support and resources.
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11. NIRSA Core Competency - Please identify which core competency domain(s) will be represented in your session.

(Core competencies listed in multiple choice selection; select all that apply)

12. Secondary presentation topic - If applicable, please select another topic that is also relevant to your proposal content. Note that Wellness & Wellbeing are now separated. Presentations about wellbeing must include explicit consideration of systems and setting ("focus on the whole") in order to be accepted. [learn more at [www.nirsa.org/hands-in](http://www.nirsa.org/hands-in)]

13. [CSAEd CE credit domain](#) – NIRSA is offering CE (Continuing Education) credits that can apply towards the Certified Student Affairs Educator core and specialty certifications, formed by the Higher Education Consortium for Student Affairs Certification. Please check one *core* domain with which your programs learning outcomes are most directly related to.

- ☐ **Foundations of the Profession:** This domain encompasses the foundational understanding of the histories and contexts of higher education systems and connects social justice, inclusive histories, and philosophies to the student affairs profession. This domain includes a commitment to research, professional standards and codes of practice, law, and organizational policies.
- ☐ **Student Learning, Development, and Success:** This domain encompasses the application of student learning and development theories while centering and advocating for holistic student learning, development, and success. It includes the design of programs and services that retain, develop, and move students toward completion and graduation.
- ☐ **Assessment and Evaluation:** This domain encompasses the appraisal of the quality and effectiveness of higher education work with understanding and appreciation for different contexts, cultures, and backgrounds. Specifically, the practice of assessment and evaluation grounded in outcomes, the use of a variety of methods and tools to do so, and utilizing data to identify strengths and opportunities for improvement in program, delivery, or actions.
- ☐ **Social Justice and Inclusion:** This domain encompasses the process, outcomes, and dynamic influence of individual and institutional awareness and action to foster

inclusion, create equity, and ensure access grounded in the understanding of systems of oppression and privilege and how they are perpetuated in our practice and communities. This domain includes our individual dispositions and sense of agency and responsibility for justice for ourselves, others, our community, and the larger global context.

- ☐ **Leadership:** This domain encompasses the practices of embracing institutional values and vision to empower and engage others; valuing diverse, inclusive, and equitable views and methodologies to take risks and evolve communities; adaptively approaching problems and challenges; and navigating different types of business, political, personnel, and financial pressures to create transformative change.
- ☐ **Talent Management:** This domain encompasses the competencies needed to support the talent life cycle within an organization. The student affairs educator addresses the individual needs of staff members to collectively engage in mission-based work that advances student learning, development, and success.
- ☐ **Crisis and Risk Management:** This domain encompasses the ability to understand, educate, plan, and apply information pertinent to emergency situations and operationalize risk management; managing uncertainty; using data; and providing direction toward institutional objectives related to crisis response and risk management.
- ☐ **Financial and Facility Management:** This domain encompasses contributing to and implementing the effective and efficient delivery of an organization's strategic and operational goals, managing financial and facility resources that help ensure a safe and productive environment to fulfill the mission of the organization, and practicing ethical and equitable management of financial resources.

14. **To qualify for the Campus Recreation Specialty CE Credit (CSAEd-CR)**, the learning outcomes must directly relate to one of the eight domains *as it applies specifically to the functional area of campus recreation and the work performed by campus recreation professionals*. Select this specialty CE Credit domain if your program will meet these requirements.
15. Previous presentations - Has this content been presented at other learning events in the last 12 months? If so, for what events? [5,000-character limit]
16. Room style: If a specific room style is integral to an effective delivery of your session, please state those needs here. We typically utilize theater style, rounds, and panel with theater seating. We cannot guarantee a specific room set, though we will do our best to accommodate reasonable requests. [8,000-character limit]

17. Virtual pre-recorded session: To share the conference experience with more members, we'll be pre-recording select sessions that cover campus rec industry basics in January or February 2026 to offer members a virtual webinar package. Are you interested in pre-recording your session to be featured in this package?

☐ Yes

☐ No

18. If you're submitting a proposal for a roundtable, for the purpose of consistency, will you commit to spending at least two hours of preparation time and meet with a programming committee liaison to review your material?

☐ Yes

☐ No

☐ N/A - I'm not proposing a roundtable